DOCUMENT RESUME

ED 353 182 SO 022 349

AUTHOR Franklin, Cindy A.
TITLE Behavior Contracts and Computer Based Data Management: Can They Effect Improvements in an After School Music Program?
PUB DATE Jul 91
NOTE 123p.; Master of Science Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Behavior Change; *Behavior Modification; *Computer Uses in Education; Contracts; Databases; Discipline; Elementary Education; Elementary School Students; Extracurricular Activities; Motivation Techniques; Music Activities; *Music Education; Parent Participation; Reinforcement; *Student Behavior

ABSTRACT

The behavior and rehearsal habits of elementary level instrumental music students were addressed by the implementation of a behavior contract and computer managed recordkeeping system. A contract was developed following the principles of the "Assertive Discipline" system. Rewards and incentives were used to reinforce positive student behavior. These rewards included but were not limited to computer generated positive notes and a band point system enabling students to earn points in order to obtain awards such as trophies, plaques, and ribbons. In addition to listing student and teacher expectations, the contract outlined parent obligations regarding the prompt payment of music fees. Results proved the contract to be effective in improving student behavior as well as parental fee payment patterns. The drop out rate for band students was greatly improved as a result of the interventions employed. The subjects of parental involvement and computer based record-keeping are also addressed. Steps for organizing, enlisting parental help, and funding an after school music program are also outlined. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED353182

BEHAVIOR CONTRACTS

AND

COMPUTER BASED DATA MANAGEMENT:

CAN THEY EFFECT IMPROVEMENTS

IN AN AFTER SCHOOL MUSIC PROGRAM?

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
CINDY ANN FRANKLIN
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

by

Cindy A. Franklin

A Practicum Report
Submitted to the Faculty of the
Center for the Advancement of Education, Nova University,
in partial fulfillment of the requirements for the degree of
Master of Science
July/1991

SO 022 349

BEST COPY AVAILABLE

Table of Contents

Title Page 1

Authorship Statement 2

Abstract 3

Observer's Verification 5

Chapters

I. Purposes 6

II. Research & Solution Strategy 25

III. Method 54

IV. Results 78

V. Recommendations 87

Reference List 90

Appendices 93

Appendix A: Behavior Contract 95

Appendix B: Recruitment Documents 98

Appendix C: Beginning Concert and Advanced Band Information 101

Appendix D: PC File Report 105

Appendix E: Mail Merge Grade Report 107

Appendix F: Raffle Ticket Contest Note 109

Appendix G: Mail Merged Attendance Note 111

Appendix H: Fill In The Blank Report 113

Appendix I: Band Point Contest Information 115

Appendix J: Band Fee Records 117

Authorship Statement

I hereby testify that this paper and the work that it reports on are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Signed Cindy A. Franklin

Abstract

Behavior Contracts and Computer Based Data Management; Can They Effect Improvements in an After School Music Program? Franklin, Cindy A. 1991: Practicum Report, Nova University The Center for the Advancement of Education.

Descriptors: Behavior Contracts/ Parent Involvement/ Computers/ Music Education/ Rewards/ Incentives/ Motivation and Retention/ Funding/ Assertive Discipline/ Databases/ Behavior/ After School Programs

The behavior and rehearsal habits of elementary level instrumental music students was addressed by the implementation of a behavior contract and computer managed recordkeeping system. A contract was developed following the principles of the "Assertive Discipline" system. Rewards and incentives were used to reinforce positive student behavior. These rewards included but were not limited to computer generated positive notes and a band point system enabling students to earn points in order to obtain awards such as trophies, plaques and ribbons. In addition to listing student and teacher expectations the contract outlined parental obligations regarding the prompt payment of music fees.

Results proved the contract to be effective in improving student behavior as well as parental fee payment patterns. The drop out rate for band students was greatly improved as a result of the interventions employed. The subjects of parental involvement and computer based recordkeeping are also addressed. Steps for organizing, enlisting parental help and funding an after school music program are also outlined.

CHAPTER 1

PURPOSE

BACKGROUND

The setting for this practicum is an elementary school in the southwestern region of the United States. This institution is located in a major metropolitan area containing some 250,000 people within the city limits. The school district is an old established one that has been in operation for over seventy-five years. This district includes 10 schools. For the past 10 years the district's enrollment had been declining. Attendance now is beginning to increase; however, the area cannot be characterized as a "fast growing" one.

The practicum setting has been classified as a "traditional" or "alternative" school. The school was founded seven years ago in the height of the "back to basics" educational movement. At the time of its founding, district parents were complaining about the poor classroom control and loose academic standards that were found in the district's schools. Because of these concerns, strict discipline and academic standards are an integral part of this institution. Parents and students are given a detailed policy and procedures manual to read before they enroll at the school.

A formal contract must be signed and filed stating that the parties agree to adhere to the standards of conduct that the school prescribes. Frequent behavior problems are treated through detention and ultimately expulsion.

One important feature that separates this school from others in the district is the fact that no "pull out programs" are allowed. The school constitution defines a pull out activity as any activity that deprives a student of the instruction in which the rest of the class is participating. Because of this, the school's students are unable to participate in many interdistrict activities such as team sports, honor choir, or anything that would involve missing regularly scheduled class time. Resource programs such as those for gifted or remedial students are disallowed due to this same principle.

The school is rather small in size. The entire student population in grades kindergarten through eighth is between 500-600 students. There are 23 classroom teachers employed at the school. Thirteen of these teachers instruct at the kindergarten through third grade level. The remaining 10 classroom teachers instruct in grades fourth through eighth. In addition to the 23 classroom teachers there are four special subject teachers in the areas of art, physical education, general music and library science. Students in grades kindergarten through eighth receive

45 minutes of art instruction by a qualified art specialist every six days. Students in these grades also receive instruction in physical education for at least 60 minutes within a six day period. In addition to managing a library, the school librarian is also responsible for teaching 45 minute library classes to the school's entire student body each week. All students in grades kindergarten through eighth are required to participate in general music instruction. While these classes stress concepts such as note reading and music appreciation skills, they do not include special performance groups such as chorus or instrumental music. Such groups would not be considered part of the established curriculum in which every child must participate . Under the established conditions these activities would have to be offered outside the regular school day.

Because of the strict control that is expected of students, a dress code has been adopted. While uniforms are not required, guidelines concerning skirt length, hair style, make-up use and other components of dress and grooming are very explicit. Students not meeting school dress standards do not attend class.

Academic areas are emphasized in the classroom. A strong phonetic program is utilized to teach reading, spelling, and language arts. Mastery of basic arithmetical operations is emphasized at all grade levels. Compared to the other schools in

the district, academic objectives for each grade level are at a higher level. Learning occurs at a faster pace and is more accelerated than a comparable "non-traditional" classroom.

Homework is an essential part of the school curriculum. Students in grades kindergarten through eighth are given nightly assignments, increasing in length as the child gets older. A green slip is attached to the homework that must be signed by the parents. The slip also provides a place for teacher comments, thus functioning as an excellent method of daily teacher-parent communications. Space is also provided for parental questions or responses. This frequent communication between staff and parents is one of the main aims of the school. Coinciding with the school's high emphasis on academic achievement is the importance placed on the yearly achievement report for the Iowa Test of Basic Skills. The school's high standards of performance are reflected in the yearly Iowa Test of Basic Skills results. The mean composite score for every grade level tested exceeds the national average by at least seven months per grade level. Within the school's own district the 1990 comparison chart showed the traditional school's test scores to be the highest in the district at all grade levels. A 1989 report published by the Spalding Education Foundation compared scores of schools exclusively using the Spalding phonetic method with the new

national averages. In spite of the higher norms, the results showed that Spalding schools outdistanced the national averages. According to this document, these results have been consistent for five straight years since the reporting was begun. Of the school's mentioned, the traditional school topped the list of outstanding achievers.

Due to these and similar findings, the school's parents are pleased with the school's academic structure. As a result, any changes to the existing program are deliberated very carefully and are slow in coming.

The "whole group" instruction method is used in the school's classrooms. No ability grouping or learning centers are permitted. Academic expectations are to be the same for all students in a classroom. In order to attend the traditional school, student names must be put on a waiting list up to a year in advance. Top priority is given to families who reside within school district boundaries; however, many children travel great distances in order to attend this particular school. Students who live within the district may ride a bus to school from one of the district's other school campuses. School starting times have been pushed back 30 minutes later than other schools in order to facilitate orderly transportation. Many students live too far away to be transported by school bus. While some do use the public

bus system, many must be transported by their families or through carpool systems. Some students travel as far as 20 miles to attend the school. It is acknowledged that a few students do live in the neighborhood and walk to school. This number, however, is minimal when compared to the other populations.

In addition to being geographically separated, the student population comes from a variety of socio-economic backgrounds. Despite the fact that many professionally employed parents enroll their offspring in this institution, the number of students receiving free or reduced lunch totals 30 percent of the school's population. The other schools in the district have an average of 55 percent of their students qualifying for free or reduced lunch.

The ethnic mixture of students is predominately anglo-saxon. Seventy-one percent of the school's population falls into this category, as compared to 63 percent at the district's other schools. Nineteen percent of the students are of hispanic origin. Twenty-one percent of students in other district schools fall into this classification. Six percent of the students are black and one percent of the students are American or Alaskan Indian in origin. This percentage is slightly less than the district average of 1.7 percent. However the percentage of Asian children attending the school is actually higher than other district campuses, being two percent as compared to the district's one percent average.

The school's mobility rate is much lower than that of other schools in the same district. Students rarely leave the school before the school year is over. Many of the students who do leave transfer out because the school's "whole group" program is not suited to their specific academic needs. These vacancies are usually filled quickly. In fact, many neighboring school districts will not allow their students to transfer to the traditional school. This is contrary to a city-wide open enrollment policy; nevertheless these districts claim that the transferring students would upset established racial quotas. As a result, some families alter their address in order that children may attend the traditional program.

High parental involvement is a major characteristic of the campus. Parent volunteers often help teachers with xeroxing, paper grading and preparing craft materials. The school also has a strong Parent Teacher Organization (PTO). This group is responsible for organizing night lectures or presentations. The group is also in charge of fund-raising and other special activities.

Parent involvement is not limited to the above mentioned organizations. The school also boasts of groups such as the Parent Involvement Committee (PIC). This group is for parents only; and provides a forum in which parents may bring concerns

about school policy, teacher performance, curriculum or other school related matters. The principal attends the meetings of this group; however teachers, as a rule, are not included. Upon recommendation of this committee, an issue may be brought before the School Community Council. This group controls the major operations of the school that are not determined by the principal.

The School Improvement Council (SIC) is a governing group in which staff members can belong. This group provides a discussion avenue so that staff members can debate issues before they are sent on to the School Community Council.

The School Community Council consists of 16 members. Eight of the members are teachers at the school with the remaining eight members being parents. The staff members of the committee are elected by their peers. The parent members include the PTO president and the PIC chairperson. The remaining parent seats are filled by qualified applicants who have submitted resumes to the PIC committee. If the applicant's qualifications are approved an election is held at a PIC meeting. The committee operates on a consensus basis. In order for a new program to be adopted or an existing one to be changed, everyone on the committee must be in complete agreement.

These special curriculum guidelines and governing procedures were established by the parent committees who founded the

traditional school over seven years ago. Specific curriculum goals and objectives are precisely written for each grade level. Being designated as a traditional school, the campus is exempt from using textbooks or other materials that have been adopted by the rest of the district unless they are approved by the School Community Council.

As one can see, the parameters by which the school operates have been precisely and rigidly defined. The policy and procedures manual which is distributed to elected parents and school employees is in itself 56 pages long. Because of this, great care must be used in implementing any new programs or modifying any existing ones.

One of the characteristics that the school prides itself in maintaining is increased "time on task". Because no student may be pulled from class to participate in any program that the rest of the class is not also participating in, extracurricular activities, such as student council, choir, and sports, must be held before or after school. Five years ago the school's parent group decided that they wanted to offer after-school instrumental music classes. As any program of this type had to be scheduled before or after school, it was difficult to find an instructor for the classes. The author of this report was employed at the school as a full time kindergarten teacher and also possessed state

certification to teach instrumental music. As limited funds prohibited another staff member from being hired to teach band, this instructor was selected to teach these after school classes.

As the band instructor is also employed full-time in the kindergarten classroom, preparation and operational time for music classes is very limited. A full time kindergarten teacher at the school has a class of 25 to 27 students. The kindergarten day lasts from 8:30 A.M. until 2:30 P.M. The kindergarten is academically oriented. Teachers are responsible for assigning and correcting the daily homework as well as assigning letter and percentage grades in the subject areas of phonetics, mathematics, language, science, social studies, spelling, reading, handwriting, and behavioral areas. Every six weeks formal report cards are given out and every three weeks the parents are provided with detailed progress reports regarding their child's achievement.

While textbooks are provided for the areas of mathematics, language, social studies, and science, all Spalding and spelling enrichment activities are planned and developed by the classroom teacher. Because the kindergarten component of the band teacher's job is so demanding, the instrumental music teacher at this traditional school is extremely busy. Frequent after school meetings also must be scheduled into the professional day. Since the author's primary function at the school is to teach

kindergarten, care must be taken to ensure that band planning and recordkeeping not overshadow the duties and time that must be devoted to the contracted teaching duties.

Because no band program had ever been attempted since the school's first year of operation, one had to be organized. This task of developing the program fell to the author of this report. Questionnaires were sent out to students in grades fourth through eighth. When the response indicated that there was a demand for the program, a funding system was developed. Supplies such as music, music stands and curricular materials had to be found. During the first year of the program, only one level of instruction was offered, which was classes for beginners. Full band rehearsals were held two times per week. A third day was set aside for sectional rehearsals. On a rotating basis, different groups of like instruments would receive special instruction. Twenty eight students began the program that first year. Nineteen finished the year.

The same after-school music program has now been in operation at the school for the past four years. It has grown to serve over 65 students at three instructional levels. A class for beginning students is held from 3:45 PM. to 4:45 pm on Mondays and Wednesdays. This class is open to students in grades third through eighth who wish to learn to play a band instrument.

Due to the wide range of student ages, the abilities of the beginning band students vary greatly. While some students come to class with choral or piano music reading experience, many students do not possess simple music reading skills.

As the school does not have a supply of instruments to loan, participants must rent or purchase their own band instrument in order to participate in classes. The parents must also purchase the basic band instruction book for their child; however, music for performances is provided by the school. Participating in a school music program presents a large financial commitment for an involved family.

Besides the expenses of music and obtaining an instrument, maintenance parts such as reeds, valve oil and cork grease must also be purchased. An added expense involved in this particular music program is the activity fee. In order to pay the band instructor, and purchase equipment, music and supplies for the program, a band fee must be charged. This $40 fee per child is necessary as the district will offer no funding for a band program that is held after school.

When this program was first developed the band teacher was responsible for billing, collecting and recording the band fees. Currently the funds are being deposited into the school Parent Teacher Organization financial account. Fifteen hundred dollars

per year is paid to the band instructor. The rest of the monies are used to purchase needed supplies. PTO is in charge of distributing these funds.

Students who have successfully completed the beginning instructional program, or have transferred from a band program at another school, may attend intermediate or concert band classes. These classes are held from 3:45 to 4:45 pm on Tuesday and Thursday afternoons. Students in this class range in grade level from fourth through eighth grades and have from one to four years of instrumental experience. Students in this group must also pay a $40 band fee. While the students are responsible for purchasing the basic instruction book, the concert music must be purchased by the school or written by the band instructor.

Advanced classes are held on Tuesday and Thursday afternoons from 4:45 pm. to 5:15 pm. Students with many years of playing experience are urged to attend these sessions in addition to participating in the concert group. There are no formal auditions for this group. Even students with as little as two years of playing experience are allowed to rehearse with this ensemble. This is simply a time in which students gain experience playing in small ensembles or working on solos.

IDENTIFICATION OF THE PROBLEM

As a result of and despite the fact that the band classes at the school were increasing in numbers of students participating every year, some problems had developed. Band students had not been faithfully attending band rehearsals. When the band attendance record was checked against the school attendance record for the day, a significant number of pupils were found to be absent from band classes that were not absent from school. This process of checking attendance records against office records in itself proved to be very time consuming for the band instructor. In the previous year, at some rehearsals, five out of the 20 band students enrolled in concert band had been absent. This large percentage of missing students affected the band's sound and altered the rehearsal experience for the remaining instrumentalists. Many students had missed multiple rehearsals adversely affecting the band's preparation for concerts or other activities. Despite requests for parental contact explaining or notifying the band instructor of student absences, few communications had been received. While it is acknowledged that many of the absences from band class did correspond to after school appointments or illness, a better system of monitoring and adjusting the problem was needed.

Students often arrived at band class late and did not have equipment ready when the class was scheduled to begin at 3:45. Typically, students arriving late to class interrupted the instruction of students who were already present. The noise level involved when these students arrived and had to work their way into the group to set up their rehearsal space was very distracting.

Many minutes of rehearsal time were often wasted distributing music to students who have forgotten to bring their music folder to class. Because of the limited storage space, finding replacement music to give to students proved to be very time consuming. It was frustrating that these same students will remember to bring their school assignments but would forget their music materials.

The $40 band fee is a necessary part of the band program. Without this money, the band instructor would not be paid, and needed supplies and equipment for the group could not be bought. Despite regular billing and account statements, many parents waited until the last possible moment to pay. Financial records document monies, due before January, being paid as late as May. Too much time was being spent communicating with parents regarding money and regarding small payments to the account.

The behavior of students during the regular school day is expected to conform to the school's high standards. After school detention, poor behavior grades on the report cards, and removal from the classroom environment are tools that may be used to influence students to conform to behavior standards during the regular academic day. These resources are not available to the after school band program. Band students do not receive a grade for their participation in band class; therefore behavior grades cannot be altered. Band students cannot be assigned to after school detention. Their removal from band class presents a problem, as no facilities are available after school in which to place them. Because the parents pay a fee in order for a student to participate in the program, some parents did not wish for a student to be removed from the band class for any reason. However, the behavior of a few students was such that the instructor on occasion has chosen to refund the parent's money and expel students from band class.

Classroom teachers at the school have a simple tool for written communication with their students, the homework slip. However, because the band teacher can not mandate homework, no communication form on which to write is available. Individual parent notes have to be generated or phone calls have to be made. This proves to be very time consuming for the band

teacher, who teaches kindergarten full time in addition to this part time job. An easier and more systematic way to promote school-family communication needed to be found.

Finally, a way needed to be developed to reward band students who do a good job, fulfilling class and school standards and expectations. These students could not receive the reward of an excellent grade as they received no band report cards. Being an after school program, the school wide academic reward system could not be used. Because of limited space on the stage area to keep and file student records, another system of documenting achievement and behavior needed to be found.

OUTCOME OBJECTIVES

This past year, in order to make the band program more effective and pleasurable for students and instructor alike, goals such as those listed below were adopted. It was anticipated, with the use of careful planning and implementation strategies, the following objectives could be achieved within a twenty-four week time period:

1) In comparison with the attendance records of last year's concert group, the percentage of students who are absent from band rehearsals during a similar time period would be 10 percent smaller.

2) When comparing records of individual students who attended band classes last year and were still involved in the program today, their individual absence rate would be decreased by not less than 10 percent.

3) Band students would bring their music to class. Evidence of this was recorded in the grade book.

4) Students who do not attend band class but were not absent from school would provide the instructor with a note written by their parents explaining the reason for their absence.

5) The number of students who arrive late to class, would be significantly reduced as compared to last year's records. Students who arrive tardy to class for reasons other than participation in the after school detention program would also be significantly reduced in number.

6) After agreeing to the specified financial arrangements and signing the financial contract, the parents would pay their band fees in full before the Christmas concert.

7) Improved communication between the band teacher and band families was expected to decrease the number of students who dropped out of classes before the final concert. When compared with last year's drop out ratio, this year's would be much lower.

8) Behavior of band students would conform to the standards expected of the rest of the student body.

CHAPTER II

RESEARCH AND SOLUTION STRATEGY

LITERATURE REVIEW

The class behavior of band students was of major importance to the band instructor. Since the school prides itself on having well controlled classrooms and fine student behavior, these same things were desired for the band program. Professor E.L. Boyer in his report to Secondary Education in America states that "effective classroom management should be consistent with schoolwide disciplinary policies." (Boyer, 1983:12) While the Traditional school does have behavior practices that are consistent throughout the school, it appears that this is not the case in many other institutions. In his article "Time and Learning", Benjamin Bloom states that a schoolwide discipline plan is a very good thing. He laments that teachers and school authorities rarely develop a behavior code that is consistent from year to year and classroom to classroom. Bloom (1978:564) says that as a result " teachers devote excessive time and attention to managing classroom behavior than appears to be the case in other countries of the world". As the system of discipline that the school utilizes is Lee Canter's Assertive Discipline model, this will be investigated further in the course of this report.

According to Lee Canter, the founder of Assertive Discipline, the goals of this method are:

1) to increase the student's time on task.
2) to minimize distracting and disruptive behavior.
3) to reduce the likelihood of more serious discipline problems.
4) to minimize the teacher's effort in maintaining discipline.
5) to achieve these goals with the least possible use of serious punishment (Mc Cormack, 1987).

The use of Assertive Discipline to modify classroom problems is gaining national support. Assertive Discipline training programs have been presented to over 400,000 educators directly. Countless others have read books by Mr. Canter concerning the subject. Nevertheless, Assertive Discipline has come under criticism by some educators.

In 1987 D. Gartrell wrote an article criticizing the Assertive Discipline Method. Gartrell claims that certain students should be given disciplinary exemptions and different standards from the rest of the class. He does not feel that it is ethical to make all students follow the same set of rules (Gartrell, 1987).

While this may be a valid criticism of the Assertive Discipline approach, it is not a view that would be shared with many educators who have used the system. Furthermore, a study has

recently been completed affirming the effectiveness of the Assertive Discipline Approach.

In 1983 a study was conducted at Bowling Green University led by Dr. Linda Mandelbaum. This research examined behavior of third grade students before and after using Assertive Discipline techniques. One classroom was observed extensively during the course of the study. The teacher had over 20 years of teaching experience but was in danger of being terminated due to poor classroom control. The researchers found that student behaviors such as "out-of-seat" and "talking at inappropriate times" were reduced as a direct result of implementing the Assertive Discipline program (McCormack, 1987).

According to Phyllis Schuman, a junior high school teacher with over 30 years of experience, "This Assertive Discipline system has done more to provide good discipline to our school than anything else that I have seen. We have more time to do what we are supposed to do....teach" (McCormack, 1987:10).

Despite the good points of the Assertive Discipline system there are some problems to avoid. Care must be taken not to concentrate so heavily on negative behavior that the teacher fails to reinforce students who are doing a good job (Gartrell, 1987).

Assertive Discipline procedures state that when using the system, parents, students, and teachers must be clearly aware of

classroom rules, procedures and consequences. When using the Assertive Discipline model it is the teacher's responsibility to make sure that students are aware of the consequences of not behaving in an appropriate manner (McCormack, 1987:4). One of the ways that attendance requirements, behavioral expectations and other important concepts can be effectively communicated to parents and students is through the medium of behavior contracts.

Educational contracts are not a new idea and have been around for some time. The contract is a written agreement between the parties involved. The terms and conditions are precisely defined. There are many different types of educational contracts. Some offer students the opportunity to make many choices. These choices may affect the curriculum and specific learning responsibilities. These contracts are classified as "partially negotiable" because of the many options that may be pursued.

Another type of contract is mostly determined by the teacher. All of the students in the class are expected to meet the same basic conditions. This contract would be called a "nonnegotiable" contract (Greenwood, 1988). In a nonnegotiable contract system everyone completes the same expectations at the same time. This

type of contract works well in whole-group instructional situations.

Before undertaking the task of developing such a document, further research needed to be done to determine how to structure the contract. In Greenwood's article, learning contracts had been used successfully to motivate students to complete required course objectives in developmental reading classes. However the problems faced by many classrooms do not concern completion of learning objectives. The question arose, "Could learning contracts help effect desirable behavior?" If so, would a contract be effective in a setting outside of a typical classroom?

In 1986, a study was done by researchers from Louisiana University. This was funded by contract #660-3052 from the Louisiana State Department of Education. The purpose of the investigation was to determine if individual behavior contracts would be effective in reducing disruptive behavior on the playground. The study involved fifth and second grade classes from the Louisiana public schools. Observers spent time being trained to observe and score unacceptable behavior altercations on school playgrounds. The type of behavior contract involved in this project was a contingency contract. A contingency contract is an agreement between the teacher and the student.

The contract describes the behavior that the student will engage in and outlines the rewards that will be provided if the contract is fulfilled (Thomas, 1987).

In addition to contingency contracts, groups of students also participated in simulation activities designed to illustrate proper playground behavior procedures. After the results were tabulated it was concluded that the behavior contracts were effective in reducing disruptive behaviors on the school playgrounds. In fact, the statistical results showed the contracts to be more effective in reducing unacceptable behaviors than the simulation games (Thomas, 1987).

Another example of how motivational contracts could be utilized in a music program was provided by Denise McKay (1984). A contract system was developed to improve the home practice habits of Ms. McKay's music students. Important guidelines are given concerning the structuring and content of motivational behavior contingency contracts.

One of the important contractual aspects mentioned is that a contract should be written and signed. "Contracts that are not specific can lead to misunderstandings and unclear expectations" (McKay, 1984:40). Contracts should cover a specified time period and contain an expiration date. The terms of the contract should be stated in a positive manner. Students can learn more willingly

and effectively if the framework of learning is positive and has been mutually agreed upon between teacher and student. Accurate records must also be kept monitoring student progress. Rewards need to be included in the contract. A student needs to obtain something for the effort expounded living up to the terms of the contract. Behavioral psychologists have proven that a "desired behavior is more likely to be repeated if it is followed by some type of reward each time it occurs". This type of reward is called a reinforcer (McKay, 1984:36).

In order for a reward to serve as an effective reinforcer, the following conditions must be met:

1) Rewards must be unattainable outside the terms of the contract. Rewards that a student can easily acquire from other sources do not serve as effective motivator.

2) Rewards must be desirable to the student. Teachers should enlist student's help in choosing rewards for the contract program. McKay cautions that rewards that a teacher finds exciting may be of little interest to the students (McKay, 1984).

When rewards for a task such as practicing an instrument are used, they should be changed from time to time. Students tend

to lose interest if the same reward is given repeatedly for the accomplishment of an activity. Eventually the reward should be discontinued or replaced with one that is related to musical activities. In Ms. McKay's program the ultimate goal was to have students work for the "teacher praise and self satisfaction gained from productive practice and musical accomplishment" (McKay, 1984:41).

Before beginning any contract program, the support of families, students, and parents is needed. This is crucial to the success of any contract system. To be most effective, teachers should contact parents explaining the contract system before attempting to send it home (McKay, 1984).

In the review of the literature it was found that a reward or reinforcer is an essential part of a behavior contract. It is imperative to find appropriate rewards that will conform to the guidelines and policies set down by the constraints of the learning environment. At the same time these awards must be appealing to the students.

The purpose of an award system is to motivate pupils to fulfill the terms of the contract. In order for any contract system of behavior to be successful the students must first be motivated. Mr. Jere Brophy (1987) states that two factors must be evaluated before people will put forth effort to accomplish a

task. The first factor is if the learner expects to be able to perform the task with any degree of success. The second factor is concerned with whether or not the learner values the task enough to think that it should be accomplished. Because of this, teachers must impress students with the value of academic accomplishments. The learning environment itself must be carefully set up to encourage student interest. If a classroom is noisy or chaotic, student motivation is often decreased. An appropriate level of challenge must be maintained and the expected outcomes should be meaningful. Learning achievement and progression should be sequenced in small logical steps.

Interestingly enough it is recommended that the classroom pace be kept fast. This is reported to help eliminate many behavior problems and solve problems faced by discouraged learners. Discouraged learners tend to have short attention spans. Downtime can cause minds to wander. It is important that teachers try to provide an environment where all students can learn, as one of the symptoms of a discouraged learner is erratic attendance (Sagor, 1988). Erratic attendance is one of the problems that the after school band program now faces.

When establishing a motivational reward program for students, a primary goal is to help students recognize the link between performance and outcomes. Rewards should be offered for good

or improved performance. These awards can be divided ir to five major categories: material rewards, activity rewards, symbolic rewards, praise rewards and teacher rewards.

Activity rewards or privileges refer to the ability to take part in a specific activity when goals are met. Symbolic awards symbolize the attainment of a goal. Trophies and ribbons are typical examples of symbolic rewards. Praise rewards involve verbal or written praise. Finally, teacher rewards encompass activities that will be performed with the teacher such as attending a meal at the teacher's house, or viewing slides of the instructor's vacation.

In order for a reward to be effective, the pupil must be convinced that there is a reasonable chance for success. Rewarding students for practicing 120 minutes per day may not be effective because the chances for students to successfully meet this goal are minimal. The student must also perceive that the personal risks, such as public embarrassment, are not too great. It is suggested that instructors also place emphasis on good group behavior and cooperation. Working together with others should be emphasized in order to create a positive learning environment (Barnes, 1988).

Lastly, in designing a reward program, the teacher must be certain that the behaviors that are being rewarded would not be

accomplished by students without any reinforcement. Sarah Lake in a paper written for the San Mateo County Office of Education states that "Rewarding students for intrinsically interesting tasks can actually decrease their desire to perform these tasks" (Lake, 1987:3). Overuse of rewards can actually be damaging to student achievement.

When the author of this paper searched for incentives to include in the behavior contract, something unique was desired. Maureen N. Pross gave many interesting reward suggestions. Several of these ideas fell into the classification of activity rewards allowing students who accomplish a particular task or behavior have some free time to spend as they might wish. Bulletin boards, charts and graphs were also suggested as motivators for improved performance. Also described were rewards such as special outings or field trips to concerts, tourist attractions or even the teacher's house (Pross, 1989).

Immediate feedback is an important trait to be desired in a reward system. Nancy Griffen (1989) states that prompt reinforcement is important because it constantly illustrates the relationship between work and achievement. With this consideration in mind, a raffle ticket idea described in Maureen Pross' article appeared to be very usable. Ms. Pross suggested that a prize be selected for a class raffle. Students who

completed a particular task are given a raffle ticket to be placed in the proper receptacle. At the determined time a winner is drawn and the prize is awarded. Of course the students who have more tickets will have a greater chance of winning the prize. Another suggestion mentioned in the article was sending positive notes home to students and their families. As much of home-school communication is at a negative level, receiving a positive note regarding a student can be very uplifting. This suggestion involves a great deal of typing or writing on the part of a teacher as correspondence is more effective when it is personalized (Pross 1989).

Composing personalized notes to families for a large class can become a herculean task for a teacher, especially if notes are to be sent home on a regular basis. Because of this large time commitment, a tool must be found that will make the correspondence process easier to manage. A computer program could be used to produce the student notes. Using a process called "mail-merge", personalized notes could easily be generated for multiple students from the format of a single template. The mail-merge process is described in an article written by Richard Mann. Mann describes the mail merge process as "Taking data from different places and bonding it together to create a new document" (Mann, 1990:30).

BEST COPY AVAILABLE

The most commonly used example of mail merge is a form letter. If the same letter is to be sent to a list of people the composition can be produced by mail merge. The letter would then be personalized with an individual's name on it and would not look like a form letter. This can save a typist many hours of typing the same information for different people. Even if a person is only preparing a small group of letters, setting up a mail merge procedure is faster than re-typing the original letter with new names and addresses. "Mail merge is a time saving, work easing process, well worth the effort to learn" (Mann, 1990:30).

This procedure would be very advantageous for a busy instructor. In addition to being produced promptly, documents generated by the mail merge procedure would have the advantage of looking professional in appearance. The time saving aspects of this procedure would allow for more frequent communications between home and school.

Parental support is an essential component of a well run educational program. In order to have strong parental support, respectful and effective communications practices between the teacher and the parents must occur. According to the Southwest Educational Development Laboratory, there are seven essential elements that must be present when soliciting parental

involvement in the schools. The most important is said to be "two-way communications". "Communications between school and home must occur frequently and on a regular basis" (Williams, 1989:19).

J.C. Lindle expands upon this topic further. Lindle states that "Teachers or principals who take a personal interest in children will contact parents to alert them to problems both academic and socially" (Lindle, 1989:13). This author advises that parents prefer to be informed about a student's behavior as soon as possible. Parents who find out about problems or disagreements from the student without any input from the teacher are said to be "Quick to anger and slow to forget" (Lindle, 1989:14).

Michael L. Henneger, associate professor of early childhood at the University of Texas, goes further to say that parents have definite rights and responsibilities in the educational process. Parents should have written information available concerning the school's policies and program plans. Hennegar (1987:227) claims that "Effective communications are the building blocks of strong home-school relationships. Parents should expect and receive the opportunity to communicate openly with their child's teacher." In spite of this, parents are not just on the receiving end of

communication. They must be accountable for giving as well as for receiving information (Henneger 1987).

Effective communication between home and school is important. However, time and scheduling conflicts often make it impossible for teachers to telephone parents as much as is ideally possible. In modern society many parents work and are difficult to reach by phone. Because of this, communication efforts need to emphasize increased written communication and fewer phone calls (Van Devender, 1988). Dr. Ralston Pitts (1991:lecture) advises band directors to "Communicate with your parents in writing and communicate with your students in writing". He cautions directors that sometimes in a busy rehearsal class there is no time for teachers to communicate a caring attitude towards individuals. Little gestures such as a pleasant note, a postcard or even a Christmas card can mean so much to students (Pitts, 1991).

Research has emphasized the importance of accurate recordkeeping and timely teacher-parent communications. Nevertheless, many educators do not possess the extra time or expertise that is needed to effectively manage large quantities of student data. One answer to this problem appeared in an article which described computerized recordkeeping systems. Del Stover (1986:31), the author, declares that "All schools are doing some

student recordkeeping. With the amount of data that schools must keep track of....they can't do it without computers."

A computerized record system does not need to be expensive. A classroom teacher can keep up with classroom grading on a micro computer. Even data for a school with fewer than 2,500 students can usually be stored on this type of computer.

Stover is not the only author who feels that computers are essential for schools. Caxton C. Foster (1986:63), retired professor of computer science at the University of Massachusetts states that "Microcomputers are definitely moving into school administration. They started in scheduling and branched out to attendance and grade reporting. Now microcomputers are capable of tying all of these areas together in a common student database."

The term database refers to a collection of files on a computer. "Database management has become an integral part of the process of storing and retrieving information at student institutions" (Erwin and Tollifson, 1982 as cited by Hogrebe, 1984:411). "The quantity of information that must be stored and the frequent need to update makes these systems essential" (Hogrebe, 1984:411).

A database can be compared to an office with different employee files. One file cabinet might contain personal statistics

about employees like addresses, birthdates and names of family members. Another cabinet could contain information about medical records. Still other types of information such as performance reviews could be stored. On a personal computer each of these file cabinets could be reduced to a file in a database. Before computers, office workers would have to sort through each of the file cabinets to find information for reports or other documents. With computer databases, this information can be found almost instantly. Databases can also make printed reports very rapidly (Schweback, 1990).

The report feature of databases would make them an important tool for educators. Teachers can use this function to communicate information concerning behavior, tardies and absences. Based on the report searches, the instructor would know if letters needed to be sent home without the cumbersome task of going through individual records.

Another useful feature of databases is that they can perform mathematical calculations. They can keep track of balances, withdrawals and changing information (Schweback, 1990). This feature would be a useful one for school programs that are required to keep monetary records.

Choosing the correct software is an important part of setting up a computer system. Five factors have been identified as

being necessary for proper selection of software. These factors are: flexibility, security, ease of use, connectability, and expandability.

Software should be flexible and able to adapt to the special needs and directives of a school program. From year to year principals and administrators may require different report formats from teachers. Because of this, software should be reprogrammable (Stover, 1986).

Security is another factor to be considered. Some records are confidential by nature and should not be available to many people. A computer program should allow the user to limit who has access to the information. This can be accomplished by the use of special codes or passwords.

Computer programs should be easy to use. Teachers often do not have time to look through long manuals in order to be able to use a computer program. A feature that may help in this area is called "on-line-help". With this feature a button is pushed and the computer displays a list of options that can be chosen. This often helps people who forget directions.

Connectability is important in a school wide computer system. Computers at a school can be networked with multiple work stations so that people do not have to wait to use student

records. Expensive resources such as laser printers can be made available to more computer users in a connected system.

Expandability is the last factor to be examined when choosing a computer system. Programs are being constantly changed and refined. As programs change, users may wish to upgrade to a more recent version of software. It is then important that data created on previous programs can be transferred and filed in many different ways (Stover, 1986).

SOLUTION STRATEGY

Improving the band student's group behavior and individual discipline was one of the primary goals of this practicum project. Research revealed that using a schoolwide system of disciplinary procedures can have many advantages. The traditional school currently uses the assertive discipline approach in many of the already established programs and classrooms. While there are some critics of the method, studies have upheld its validity in changing disruptive behaviors. Because of this, concepts from the Assertive Discipline model were used to restructure the learning environment for the band students. As is required by the Assertive Discipline method, certain rules and behavioral objectives were identified. These classroom rules have been defined as follows:

1. The student is expected to listen respectfully when the instructor is speaking.
2. The student is expected to follow directions.
3. The student is expected to keep hands away from other students and from the property of others.
4. The student is expected to respect school equipment and supplies.
5. The student is expected to obey all school rules.

6. There will be no eating during band classes.

In the Assertive Discipline method, a teacher bears the responsibility of clearly communicating expectations and consequences for not meeting them. Consequences for breaking the rules have developed. When a rule is broken, the following guidelines will apply:

1. First time: a verbal warning
2. Second time: a call to the parent
3. Third time: sent to the office.

In order to clearly set forth the attendance and behavior requirements that are expected in the instrumental music program, a contract was developed. This contract clearly spelled out the behavioral and performance expectations for the band class. It also stated the steps that will be followed if rules are broken. Allowing for the belief in whole-group instruction that the traditional school is based on, the contractual expectations should be the same for all students. A nonnegotiable contract was used. In addition to the rules and consequences previously mentioned the following additional information was included in the band contract:

1. Misbehaving during band classes will not be tolerated. A conference will be called with the parent and a behavior modification program will be discussed. If the misbehavior continues, the student will be asked to leave the band program, and no refund will be made.

2. A written excuse will be given to the instructor for missed rehearsals. If the student misses two or more rehearsals, the parent will be contacted.

3. Tardies with the exception of detention will not be tolerated since they disrupt the rest of the class. The instructor should be notified if a student must attend detention. When students complete detention they should come to band class quietly and with respect to the other students.

The research review has shown that a reward system is an important part of a behavioral contract. Appropriate awards were selected that met the special conditions and constraints imposed by the traditional school's policy and procedures manual. In the course of researching the subject of awards, many ideas were found that would prove effective in other school settings, but were simply not suitable for the needs of this particular program.

One of the classes of awards was called activity awards. These type of rewards allowed students who accomplished a task or behavior to have some free time to spend as they see fit. However these suggestions would not apply well in the situation at the traditional school for the following reasons: Band rehearsal and instruction time is very limited. Whole class participation is critical. Also, giving certain pupils exemption from a group activity would be contrary to the school's policy regarding whole group instruction.

The suggestions of food related prizes are similarly disallowed because of the school's policy stating that food items shall not be used as a reward or punishment. Bulletin boards, charts and graphs were not suitable for use in this band environment. As there is no classroom available for the after school band program, classes must be held on the stage in the cafeteria. This facility does not have space provided for any bulletin boards. To further complicate matters, the stage area is used by many other groups besides the bands. Often the basic supplies, such as music stands and chairs, must be rearranged or removed to accommodate rehearsing general music classes, nighttime parent meetings, school picture photographers or other activities. Rearrangements of the equipment are usually made without the instructor's knowledge or permission. Due to this lack of storage

space and privacy, any reward system involving stationary displays was not seriously considered.

The research articles described rewards such as special outing or field trips to concerts, tourist attractions or even the teacher's house. These were not appropriate rewards for the school situation, as all school field trips must be taken to a location already approved by the school's SCC committee. Even if an approved location had been selected, band students could never be pulled from class to attend a special trip because of the school's prohibition on pull out activities. While it is true that a field trip could be held after school, transportation would have been a problem. District vans or busses are difficult to obtain after school hours. Also the students who attend the school live in many different geographic regions of the city. Because of this, transporting them to a central location is often a great obstacle. Care must also be taken not to distract from a student's homework time. As band classes are only 45 to 60 minutes in length, reward systems must not detract from the true purpose of band class, which is to learn about music through the performance of musical instruments.

An idea that worked well in the traditional setting involved the use of raffle tickets. Students who fulfilled particular conditions could be given a raffle ticket that would be placed in

a container at the end of class. The container could be stored in a small space such as the instructor's car and simply be transported to class. This award appeared promising as it was an unusual idea that students would be interested in. The prize awarded was correlated with music. Tickets are small and could be quickly distributed and easily stored. The process of giving a ticket to a student for a correct behavior in itself was immediately reinforcing.

The suggestion of sending positive notes home to student's families also appeared promising. However, because the number of students attending band classes is over 60, it would have been impossible for the band teacher to produce such a large volume of notes on a regular basis unless a time saving computer program was used. In addition to being capable of mail merge operations, the program also needed to have bookkeeping capabilities. Out of consideration for the families, the band instructor agreed to report to families on a regular basis. As the school passes out report cards every six weeks it was felt that these would be appropriate times to communicate with parents. Because of this, the following statement was included in the band contract:

"A report will be enclosed in each report card for all band students. The report will not contain a grade but will include

tardies and absences." Not only did the instructor need to keep accurate records regarding student attendance, but also financial records of the band fee account had to be monitored and recorded.

As has been previously mentioned, the after school band program does not receive any funding or equipment from the school budget. Monies to purchase music, equipment, and pay the instructor a modest salary must come from the families of students who are involved in the program. A $40 activity fee must be charged. Allowing for the accuracy of the financial information that must be provided to the parents, a database seems to be a necessity in order for the program to function.

The band program relies on parental support for its funding. Every effort had to be made to ensure positive parent-teacher relationships. Nevertheless, it is important that families realize the seriousness of the band fee commitment. Because of this, the following statements appeared on the band contract which must be signed before children began attending band classes. In order to enforce the conditions listed below, parent volunteers attended the first two weeks of band classes. Students whose parents had not met the financial conditions were escorted out of class by these volunteer parents and allowed to call their families. Parents who volunteered assistance enforcing the band

BEST COPY AVAILABLE

contract were compensated by elimination or reduction in the band fees owed on behalf of their children, and were allowed to use the instructor's personal band instruments at no charge. The statements set forth on the contract are as follows:

1. The fees paid are non-refundable.
2. A deposit of $20.00 will be required to be paid no later than one week after classes begin.
3. The balance of the band fee will be required to be paid no later than 12 weeks after classes begin.
4. If there are any unpaid band fees from the 1989-90 school year, the unpaid fees must be paid in full, with the deposit by the first week of band classes.
5. If the deposit is not paid by the due date, the band student will not be allowed to attend band classes.
6. If the balance of the band fees are not paid in full by the second fee due date, the band student will not be allowed to attend band classes.
7. If the above financial arrangements cannot be met, arrangement must be made through the band instructor or the financial staff.

Research has emphasized the importance of accurate recordkeeping and timely teacher-parent communications.

Allotting for the time constraints that the band teacher faces resulting from working a full-time job in addition to teaching music classes, some way to make recordkeeping easier had to be implemented. As the music classroom space does not allow for spacious recordkeeping facilities, student data had to be stored elsewhere such as on the instructor's home computer.

When reviewing software, a program had to be found that would run on an IBM computer without a hard drive. The computer has 640K RAM memory and a dual disk system. After reading literature on programs such as Lotus and Debase, a program that came highly recommended was called PC-File.

According to the instruction manual, PC-File will run on all IBM and IBM compatible computers. It is designed to work with any printer. As PC-File will run on a 384K or larger computer the available machine had enough memory to execute the program.

The cost of PC-File, $69.95, was nominal when compared to the cost of many other database programs. Because of limited funds, price was a major consideration when selecting software.

PC-File appears to be flexible. It can import files from many other IBM formats such as WordPerfect. As many of the band documents of previous years have been created using the WordPerfect computer program, this was an important feature. The ability to generate reports was another valuable feature of

PC-File. Also, PC-File contains a word processor which can be used to generate many types of documents including mail-merge letters.

PC-File can be set up to limit access of information by the use of password codes. This feature would be useful if the program was ever used on a school computer that many people had access to. Adaptability was another good feature of this program. PC-File has had many versions and revisions. Documents and information created by using these older versions can be imported for use in the new format.

PC-File was also reported to be easy to use. This was an essential feature as the band teacher does not have time to learn how to operate a complicated computer program. PC-File features on-line help screens and other features designed to make the program user friendly.

It appeared that this database contained all of the features that would be needed for recordkeeping by the after school band instructor. This program was purchased and implemented as part of the desired solution strategy.

CHAPTER III

METHODOLOGY

Based upon the research, the following activities were used to facilitate the desired changes in the after school band program. These activities occurred over a 31 week period.

WEEK 1: In keeping with the Assertive Discipline emphasis, clear classroom behavior rules formulated. Consequences were devised and specified to enforce these rules. The proposed rules and consequences were discussed with the school principal as well as a representative of the school PTO organization. When the rules and consequences had been agreed upon, a behavior contract was developed. This contract was shown to the previously mentioned authorities for their approval.

WEEK 2: A system was developed for accurate keeping of student records. The PC FILE computer program was purchased and installed on the band instructor's home computer. Advertisements concerning band classes were sent home with the school's third through eighth grade

students. Information regarding classes and instrument rentals was given to the student's families. An emerging list of possible band members was entered on the band instructor's home computer. Band parents with whom the instructor had previous positive contact were interviewed for the two positions of band parents. These selected parents were involved in the fee collecting process as well as other secretarial-type chores. They were compensated by the elimination of their band fees and/were given a free instrument for their child to use for the band year.

WEEK 3: When the contract had been produced and the record keeping system had been obtained, a night meeting was held to inform parents and students of the contract's contents. This was held before the students enrolled in the band program and paid their fees. Contracts were passed out at this meeting. Signed contracts were required to in the instructor's possession before the students were allowed to attend

band classes. After the family information night was held, contracts were collected in the student's classrooms. Copies were made one of which will be filed by the instructor, the other will be returned to the students. Band class starting dates were then scheduled. Computer generated information concerning attendance schedules and supplies required were distributed to the students by their classroom teachers.

WEEK 4: On the prescribed date band classes will began. The selected band parents attended the first two weeks of rehearsals to collect and record the band fees. These funds were given to the school PTO officials to deposit in the band account. After the deadline for paying fees and signing contracts, students who were out of compliance were escorted to the office to call their families. This procedure was repeated the week that the second fee payment was due. Attendance information was carefully recorded at the

school site and transferred weekly onto the instructor's home computer.

WEEKS 5-11: In order to measure the effectiveness of the contract in influencing student behavior and absences, this study was divided into six week increments. During the first six weeks of the program, no additional incentives were used to influence student behaviors except for the contract alone. Attendance records were kept and reports were distributed in the student's report cards.

WEEKS 12-18: The second six weeks of the program a behavior reward will be used. This first behavior reward took the form of a raffle. Tickets were given to students who show up on time with the proper materials. Tickets were taken from pupils who fail to behave properly. Additional tickets were obtained by instrumentalists who correctly performed musical pieces that were assigned by the instructor for home practice. At the end of

class students were allowed to place raffle tickets in the jar. The winner was selected at the holiday concert. Attendance information continued to be entered on the computer so that a comparison can be made between the first and second attendance periods.

WEEKS 19-25: After the close of the second six week grading period, a new reward system went into effect. This reward consisted of a computer-generated letter to the student's parents. Students who had perfect attendance for a two-week period received a personalized positive note informing parents of their achievement. Attendance records were compared to the previous grading period. Students continued to receive points for playing assigned practice pieces, prompt rehearsal attendance, and bringing materials to class. Reports were again distributed in the band student's report cards. Information concerning band point awards was introduced.

WEEKS 25-31: During the final six week implementation period of the project, a new award system was used. All students were allowed to earn points entitling them to certificates, ribbons and trophy plaques. Attendance records for this period were compared with those of the other six week periods.

The process of developing the band behavior contract went very smoothly. Informal meetings were held between the band instructor and members of the school's PTO organization before the school year began. Using the instructor's home computer the attached behavior contract was developed (Appendix A: 95). The completed contract was again shown to the principal and participating parents who voiced enthusiastic approval of this new approach.

As suggested by the research, the PC File computer program was obtained for use on the instructor's home computer. While the program was reported to be easy to use, it was necessary for the band director to study the instruction manual extensively before attempting to use the program. By this time the school year had already begun and with it came the responsibility of structuring a kindergarten environment for 27 new students. To complicate matters further, the instructor was to be absent from the campus for a one week period. The band advertisements had to be developed as quickly as possible. The computer was an excellent tool enabling the instructor to achieve this objective (Appendix B: 98).

All of the students in grades third through eighth were given one of the two versions of the computer-generated documents. The parents then signed and returned the

information indicating that their student might be interested in enrolling in the program. These responses were divided into groups of potential beginning, intermediate, and advanced band students. Those who indicated that they might need information regarding instrument rentals were given fliers provided by two of the city's music stores. A list was kept of the student's names, phone numbers and instrument preferences.

Early in the questionnaire return process three parents contacted the instructor expressing interest in serving in the capacity of "band parent". These applicants were active members of the school's PTO organization. All of the parents had students who had been involved in the previous year's band program who were planning on continuing with band classes.

One of the applicants was willing to physically attend band classes and was responsible for transporting three band members home from class in a car pool situation. Wishing to encourage parent involvement, the band instructor accepted this volunteer's offer to help. The parent assumed the responsibility of attendance taking, music filing, and emergency photocopying for the concert group. As compensation for this valuable service the instructor paid all band and music fees for the volunteer's offspring.

BEST COPY AVAILABLE

The second and third applicants were adept at bookkeeping chores; one having previously served as PTO president, the other as PTO secretary. Both of these parents were accepted as "band parents". As they had students involved in the program, the band fees were provided for by the instructor who also allowed the families use of a trumpet and clarinet. These volunteers later became the bookkeeping parents of the band. During the week of the band director's scheduled absence these parents came to the school to collect the interest forms that were being returned by the students and continued to compile a list of names and phone numbers. These parents were given the instrument rental information which they distributed to interested students via the classroom teachers.

At the end of the band instructor's convalescent period the list of interested students was obtained from the band parents. Over the weekend these parties were called personally by the band instructor in order that any questions regarding the program could be answered directly. At this time parents were again informed about the night orientation meeting.

The night meeting for all potential band students was held on Monday, September 24th. At this meeting the band director demonstrated the types of instruments commonly used in the program before an audience of parents and students. Examples

of music were displayed as well as rental forms and specific information sheets for each level of band. People who were present at the meeting were asked to sign an attendance sheet.

Before the close of the meeting a copy of the band contract was distributed. The contract was explained by the instructor and questions were answered. The families were encouraged to take the contracts home and discuss the contents with the potential band students. It was explained that one contract had to be filled out and returned for each band student in the family.

The band parents who had been assigned to bookkeeping duties were on hand to collect the signed contracts from those people who wanted to execute them on the spot. Partial or full band fee payments were accepted and recorded. The band monies collected were kept by the bookkeeping parents to deposit into the PTO bank account. The completed contracts and fee payment records were taken home by the band teacher. A PC File data base of student biographical information and payment history was begun.

The list of people who had attended the orientation meeting was compared to the lists of potential interested band students. Those parents who had missed the meeting were given a copy of the contract as well as the band start up information via their student's classroom teacher (Appendix C: 101). Teachers returned

the fees and completed contracts to the band instructor who forwarded the money and copies of the information to the recordkeeping volunteers.

Shortly after the evening meeting the band instructor contracted pneumonia and was again absent from school. When this situation was explained, one of the volunteer parents agreed to come to the school to collect the fee payments and contracts. This person also had an IBM computer and was given a copy of the instructor's database and PC File program so that records could be updated. However as the band parent was adept at using a computer program called Micro Soft Word the payment records were kept using this program.

Eventually it was agreed that it would be easier for the volunteer band parent to take charge of the band fee records and send out the receipts. As compensation for this added responsibility the family was given the band instructor's clarinet on a permanent basis. When the band instructor returned to school copies of the band contracts and fee payments were provided. These were updated into the PC File database and a physical copy was kept in the file cabinet next to the instructor's computer. The sorting capabilities of PC File made it easy to organize the student information by classroom teacher and grade (Appendix D: 105). This computer function was valuable during

the course of the year as many notes were sent to the band students in the mailboxes of their classroom teachers. A list of this type made it easier for the person distributing the notes.

On Monday October 1st beginning band classes began. At the rehearsal's conclusion one of the bookkeeping parents appeared to collect signed contracts and band fees. Two copies of these contracts were given to the band instructor who kept one copy for filing and returned the other to the student to take home. This procedure was repeated for the intermediate and advanced rehearsals with the other parent completing the collection duties.

On Tuesday, October 9th the first partial payment of the band fees was due for the concert and advanced students. Two students at this point had not returned their fees and were escorted to the office to call their families. As the band director was occupied teaching band class, one of the bookkeeping parents did the escort duties. One of these families brought the money immediately following class, the other turned in the funds the following week. If parents had called in to make payment arrangements prior to this date the students were not removed. This system of using parent volunteers to collect money from families worked well. It removed the misconception that the band director was placing financial considerations above student needs.

It also helped to illustrate that families were supportive of the band fee commitment.

At the close of this second week 27 students were enrolled and attending beginning class. The concert band contained 30 students 18 of which were also staying for the advanced group. After the second week the recordkeeping parents no longer attended classes. However, the band volunteer who wished to attend concert and advanced rehearsals was coming faithfully. As a result the attendance taking and music filing duties were proceeding more smoothly than in previous years. Surprisingly enough another parent volunteered to help with band rehearsals. This parent did not even have any students involved in the band but did have a student in the instructor's kindergarten class. A desire to help beginning clarinet players motivated this volunteer to attend classes. The parent stayed with the program until advanced stages of pregnancy made continued attendance impossible.

While no precise statistics can be calculated the band director was able to make some observations about student behavior. Even with just the behavior contract in force student behavior was better than it was the same time period the previous year. Out of the 27 students in the beginning class only two phone calls had to be made concerning students who had missed two

consecutive rehearsals without parents reporting the absences. One of these same students did have a phone call made to the family regarding poor class behavior. Nevertheless, this is a minimal amount of behavior calls when compared to the same time period the preceding year. During this first period only one beginning band student dropped out of class. A car accident had claimed the lives of two of the student's siblings and the family was in turmoil. After the December concert this student did return to class but was unable to concentrate and dropped out after three months. Out of consideration for the family all band fees were refunded even though the family did not request it to be done.

For the concert and advanced groups one phone call had to be made regarding excessive absences. This person later stopped attending band classes shortly after the December concert. One other student in this group did drop out of this group within the first six weeks due to transferring out of the school. One student exhibited poor behavior and was suspended from band classes for a two week period. The parents were reminded that the fees would not be refunded if the student's behavior merited removal from the program. The parents were very cooperative and acknowledged that they had been contacted the previous

year about unacceptable behavior. After the suspension period the behavior improved and the flutist returned to class.

Each week the band instructor took the gradebook home to record attendance information into the computer. This procedure gradually began to seem a bit redundant and time consuming. This information was used when the first six week grade report was sent out to produce a mail-merged note listing student tardies and absences. This report was given to the teachers to distribute to the parents via their offspring's report card however the report did not look very professional. Despite working at the computer for three hours, the band teacher was unable to get the program to double space the reports (Appendix E: 107).

The rehearsal attendance for this time can be averaged to find the mean percentage of students who were absent from band rehearsals. Because the band director had parental help recording attendance for the concert band rehearsals this data is believed to be more accurate than the beginning band records. Due to these conditions, only the attendance data from the concert band classes will be used to perform calculations regarding attendance. During this period the mean average number of students absent from rehearsals was between five and

six students. This amounts to approximately 18 percent of the students being absent.

The week of November 19th began the second six week period of band classes. At this time a note was sent home to parents explaining about the band raffle ticket contest. The prize, a $10 gift certificate to the local music store, was to be awarded at the December 20th holiday concert. One prize was to be drawn for students in the beginning program and another prize was to be awarded to students in the concert and advanced bands (Appendix F: 109).

The students appeared to be excited about the contest. Distribution of tickets occurred after roll was called in the beginning class. It took about two minutes to give tickets to the band's 26 students. At the end of class students were responsible for writing their names on the tickets and dropping them into a bucket. Unfortunately the students did not always remember to bring pencils on stage. Because of this a good five minutes was consumed after class as the students crowded around the instructor's few pencils. As many pencils kept disappearing the director soon learned to put out a limited number at a time.

Another benefit of the raffle activity was that it reduced the need for the instructor to make as many phone calls home concerning student behavior. Students whose behavior did not

conform to the acceptable standards had their ticket removed in front of the class. Usually this was enough to silence the disruptive student.

While students received tickets automatically for showing up for class on time with proper supplies, they also received additional tickets if they were able to perform the assigned practice pieces correctly. At the close of every band rehearsal the instructor assigned the class a section of music to practice for the next rehearsal. At the beginning of every rehearsal a paper was placed on the piano with the name of the practice piece written on it. The students signed the papers before moving to their seating position on stage. At the proper time the band director would call off the names. The student called would then play a portion of the assigned practice piece. Successful students were given a raffle ticket to put in the bucket.

Response to this practice piece challenge became so overwhelming that this section of the rehearsal had to be moved to the end. Often the band director would end up staying an extra 15 minutes after class to listen to all of the beginning students who wished to demonstrate what they had learned. The raffle ticket idea worked even more smoothly for the concert band students. The volunteer parent who was usually present at these rehearsals distributed the raffle tickets even more

efficiently. As was the case with the beginning students many instrumentalists did practice the assigned pieces. However as advanced band immediately follows the concert group it was more difficult to allot extra time for students to demonstrate their accomplishments.

The week of Monday, December 3rd marked the due date for the second band fee payment. This time only one concert band student was escorted to the office to call family. This person was allowed to returned to class and paid all of the remaining fees the night of the holiday concert. Another beginning student had dropped out by this time. As a result the second fee payment was not collected.

The raffle ticket prizes were awarded at the December 20th concert. The student whose ticket was selected from the beginning group was a student from the concert group who was attending beginning classes for extra practice. So that the true beginning students would not be discouraged the band director donated a five dollar prize and another winner was selected. This time the fortunate student was a faithful beginning percussion player. The ticket selected from the concert group belonged to a trumpet player who rarely came prepared to class, never played a practice piece and had about three tickets in the entire bucket. The remaining band students appeared surprised

by this turn of events. When several students privately voiced their opinions to the director that the raffle was unfair, the director promised to devise a new activity with the band points that would allow everyone to receive recognition for their efforts. Due to these requests the symbolic awards component of the practicum project was introduced immediately after the holiday vacation instead of when previously planned.

After the holiday break band classes resumed and a new six weeks observation period was introduced. In this time period personalized mail-merge computer notes were sent to students who had perfect attendance and good behavior for a two week period.

Originally the notes were to be generated using the PC File attendance data. Once again the instructor experienced spacing difficulty with the PC File program and ended up producing 17 mail merged notes using the Word Perfect computer program. Due to limited time only the student and parent names varied from letter to letter as it would have been too time consuming to duplicate the database (Appendix G: 111). Five parents who received the notes verbally expressed their appreciation at a later date, nevertheless some students indicated that they had forgotten to take the notes home.

At this same period in time another attendance report was due to be sent home in the report cards. Notwithstanding, the additional time constraints placed on the instructor preparing kindergarten curriculum as well as getting the advanced band students ready for the state solo ensemble festival caused some changes in the grade reports. Due to a lack of time the instructor discontinued the redundant process of transferring the grade book data to the computer. As a result the attendance reports were completed using a "fill in the blank" approach with data taken directly from the physical grade book. Admittedly the reports did not look as professional as they would have had they been computer generated but they were completed in less than a 30 minute time period (Appendix H: 113).

As promised to the students a new reward system involving band points and practice pieces was introduced during this time period also. This award system was similar to the raffle ticket idea except that instead of earning a ticket for good behavior and attendance, a student would earn a band point in the gradebook. Students were still given the opportunity to play the assigned practice pieces to earn extra points. The participation level continued to be at the same high level as it was for the tickets yet it was more convenient for the band teacher who did not have to store and distribute tickets (Appendix I: 115).

Students who misbehaved during class had one point removed for the first infraction following a verbal warning. Major misbehavior was punished by a phone call to parents as well as by the removal of up to five band points. During this time period only four students had band points removed from their records. However three students did have five points removed for a behavior incident. One of the students had been previously suspended from class. Ironically the loss of these points kept the student from earning the coveted trophy prize at the end of the year. Despite these incidents behavior of the students was better than during a similar time period the previous year. Last year two students were removed from the program because they were so disruptive yet their tuition was refunded to avoid problems.

Because of the amount of time saved not mail merging the grade reports, a "fill in the blank" reporting system was again used. Calculations of the attendance for this period show that a mean average of five students per rehearsal were absent during this six week period. This figure includes all absences including those caused by illness or appointments. This amounts to 20 percent of the band students being absent from rehearsals on a regular basis. During the corresponding time period the previous year an average of four students per rehearsal were

absent. This amounted to 22 percent of the students being absent from class.

During the last six week period of the study only the final award system was maintained. Students earned a specific number of band points entitling them to a trophy, large ribbon or small ribbon. Students appeared very excited about earning the awards however sports season continued to diminish the ranks of band students. The mean average number of concert band students absent per rehearsal for this six week period amounted to six per class. An additional band student dropped out due to poor classroom grades leaving a total of 24 concert band members.

Resources

The author of this practicum acknowledges that parental involvement continues to play a leading role in the success of this after school program. The help received in collecting fees and keeping track of the financial records of this year's band program was truly invaluable. The parent volunteer who helped to compile the accurate attendance records also served an important function. As always volunteers who help work on musical skills with small groups of students are indispensable to the program. Our dedicated assistant band director who works

Mondays with our beginning percussion students and the surprise volunteer who gave remedial help to an eighth grade clarinet player contributed much. Involved parents and community members can really enhance the quality of a school program.

Monitoring

Circumstances and observations led to changes in the final version of the practicum which differ from ideas presented in the practicum proposal. For example the instructor's illness necessitated that a parent volunteer be utilized to perform most of the bookkeeping and collecting chores regarding the band fees. Nevertheless this decision proved to be a wise and prudent choice in delegating responsibility to a parent volunteer. Records will show that the fee collection and bookkeeping proceeded more smoothly and accurately than in previous years.

Despite the fact that all computer applications concerning this practicum were to be performed using a computer program entitled PC File, some changes had to be made. As the purpose in enlisting the computer to keep records was to save the instructor valuable time, continuing to perform all operations on a computer program that that instructor was having difficulty with would not have been a good example of time management. While PC File may be a perfectly good record keeping program,

people tend to have more success using materials with which they have achieved a certain level of familiarity and confidence. In this particular instance the Word Perfect program met the above mention criteria.

The decision to discontinue the entering of redundant data into the computer was another adjustment that had to be made. People should not employ computers just for the sake of using a computer. Computers should be utilized in areas where they are truly beneficial.

After the raffle ticket contest turned out rather unexpectedly, a fair way to reward students for their attendance, participation, and effort had to be found to keep up the morale of the students. Because of this, the band point award system had to be introduced at an earlier point in time than originally intended.

CHAPTER IV

RESULTS

The evaluation component of this practicum addressed the following outcome objectives: Objective 1 stated that "In comparison with the attendance of last year's group of concert band student, the percentage of band students who are absent from band rehearsals during a similar time period will be 10 percent smaller." In order to evaluate this objective accurate attendance records concerning absences were kept. From this the percentage of students who were absent from rehearsals was determined. This percentage figure was then compared to last year's percentage figure for the corresponding time period.

As was previously stated the mean average of students who were typically absent on a band rehearsal day calculated to 18 percent for the first six week period. For the third six week observation period figures indicated that an average of 20 percent of the students were not in attendance at a typical rehearsal. The previous year during the same time period a mean average of 22 percent of the students were absent. This two percent reduction in absenteeism does not come close to the ten percent that was previously hoped for. During the last six weeks of the practicum the year's rehearsal absentee rate actually

exceeds that of the previous year by five percent. Because so many different factors affect the rate of absences it is difficult to determine a correlation between the rate of absence and the behavior interventions implemented in the practicum. Because this is an after school activity Doctors appointments, club and organization membership, transportation problems, illness , and after school detention, may be valid causes of student absences. In any case the improvement or regression in the rate of absences as compared to last year's data does not appear to have statistical significance.

Objective 2 stated that "When comparing records of individual students who attended band classes last year and are still involved in the program today, the individual absence rate should be 10 percent smaller." The number of absences for selected band students can be divided by the total number of possible band rehearsal and a percentage of rehearsals that a person was absent can be determined. This calculation was also performed using data from last year's record book pertaining to students who were still involved in the program.

Four students two males and two females were selected for this comparison. The attendance record for the first six weeks of band classes was analyzed for the practicum and pre-practicum years. The year before the practicum, female student A was

absent 25 percent of the rehearsals. During the practicum the absence record for the same time period was exactly the same 25 percent. Female student B missed 25 percent of the first six weeks worth of rehearsals during the previous year. However during the practicum time period the absence rate was reduced to 8 percent. Male subject C missed only 8 percent of the possible rehearsals the year before the practicum. Yet during the study period the absence rate increased to 25 percent. Male subject D missed 16 percent of the rehearsals the previous year and 25 percent of the rehearsals the practicum year. Comparison of this data does not indicate the 10 percent improvement that was expected. These findings do not necessarily indicate that the practicum project was not successful, however due to the many factors that do cause students to be absent from class, this study was not able to alleviate the problem.

Objective 3 stated that "Band students will bring their music to class." In order to measure this objective a notation was made in the roll book when a student did not bring music to class. During the first six week observation period only one out of the 27 band students failed to bring music to class on two out of 10 rehearsals. This number does not appear to be significant. As compared to the rehearsals of the previous year it can be

definitely stated that more students are bringing their required materials to class than in the previous school year period.

Objective 4 stated that "Students who do not attend band class but are not absent from school, will provide the instructor with a note written by their parents stating the reason for their absence." Parent notes were recorded in the gradebook. Student absences in the band roll book were compared to the school attendance record for the day in order to determine parental cooperation. As this verification process would have been very time consuming for all 27 of the concert band students only four students were randomly selected for record verification.

The first records verified belonged to a female band student who had missed three rehearsals. As one of the student's parents worked at the school all three recorded absences were explained verbally before they occurred. When the records of female student B were checked against the school records it was found that the one absence from class corresponded to an illness. Checking the records of male subject C revealed that one of the rehearsal absences did not coincide with office records. The next rehearsal a parent note was produced. Male student D's attendance record differed from the school attendance report by two absences. For one of these a parent note was provided but for the other no explanation was given. These findings lead the

BEST COPY AVAILABLE

instructor to believe that parents, for the most part, are cooperating with the contract requirement that the band teacher be kept informed of student absences.

Objective 5 stated that "The number of students who arrive late to class will be significantly reduced as compared to last year's records." For ease of comparison the same four student's records were analyzed for tardies. As the band director did not record tardies in the roll book with a special notation until the end of the previous year, the last eight rehearsal records for the corresponding years were examined. Student A had zero tardies for the year before the practicum and zero for the practicum year for the ending rehearsal period. Student B had four tardies the previous year. Which translates as being late 50 percent of the recorded rehearsals. During the practicum period only one tardy was recorded as the student was only absent for 12 percent of the rehearsals. This 38 percent reduction in tardies demonstrates a significant improvement during the practicum year. Student C had one tardy for the preceding year, a 20 percent tardy rate, and zero tardies for the practicum year. This student's record also demonstrates a marked improvement in prompt attendance behavior. Student D had zero tardies for both years.

Objective 6 stated that "After agreeing to the specified financial arrangements and signing the financial contract, we expect that parents will pay their band fees in full before the Christmas concert" (Appendix J: 117). The appendix which was mentioned contains records of band fee payments. These records were compiled for the years 1989-90 and 1990-91. At this time the year before the practicum was implemented, $195 in band fees were still outstanding. As the band instructor did not know how to use a computer to keep track of payment records, these documents appear in the instructor's handwriting. Two of these families have still not fully met this obligation.

A computer report generated for the practicum year indicates fees paid and contracts received. At this time the records show that all but two students have fulfilled the monetary commitment. Since the two students who were not in compliance had stopped attending class before the vacation break, their band fees were not pursued. Some families had over paid the fees and money had to be refunded to them. Several declined this offer and contributed this increased payment as a donation to the band. The records indicate that objective six has been met successfully.

Objective 7 stated that "Improved communication between the band teacher and band students is expected to decrease the number of students who drop out of class before the end of the

BEST COPY AVAILABLE

year." The number of student names who originally appeared in the roll book was compared to the students who appeared in the final concert. From this data a drop out rate was calculated.

At the beginning of the practicum year 27 students were enrolled in the concert band program. Throughout the course of the year three students left the group. This represents, a drop out rate of 11 percent. The previous year 21 students started out in the concert band. Seven of these students quit band before the year's conclusion. This represents a 33 percent attrition rate. The drop out rate for the year that the practicum project was in force is considerably less than the previous year's records for concert band students. When the data for beginning band students is analyzed, similar findings are reported. Out of this year's 27 beginning students 25 of them finished the year. This calculates to a drop out rate of less than 14 percent. The previous year while a larger number of band students, 38, began the beginning band program only 23 of them were left by the close of the year. This indicated that 39 percent of the beginning students had dropped out of class. These figures indicate that objective 7 was met. The attrition rate for all band levels was dramatically reduced by the practicum project.

Objective 8 stated that "The behavior of band students will conform to the standards expected of the rest of the students

body." While no statistical calculations can be performed concerning the behavior of band students, it is the instructor's opinion that the class behavior is much better than it was in previous years. The number of phone call to parents concerning disruptive behavior diminished during the project. During the first six week period of the practicum one behavior phone call was made resulting in the student being suspended from band classes for a two week period. During the second reporting period no behavior phone calls were made. After the band point system was introduced only four students had band points removed from their records. While the preceding year two students were asked to leave the program, no students were required to do so this year. The observations of the rehearsal band parent and assistant band director also substantiate these claims of improved student behavior.

In conclusion while the practicum project did not alleviate the problems of absences during band rehearsals it did have a positive effect on the areas of student behavior and coming prepared for class. The band fees were paid in a timely manner and the drop out rate was dramatically reduced.

It is apparent that the use of parent resources can be beneficial to a school program. The computer was also a valuable communication tool for producing the vast amount of

correspondence involved in this type of program. The behavior contract proved its usefulness however it is felt that many of the improvements can be attributed to the increased level of parent support and involvement that was experienced as a result of this project.

CHAPTER V

RECOMMENDATIONS

Because this practicum achieved many of the outcome objectives, facets of it will be again used to structure next year's band program. Because of the computer's fantastic storage capabilities many of the documents such as the" Behavior Contract" and" Start up Information" can be used again next year by simply changing the dates.

The computer will again be used next year to keep track of the band payment histories. A data base containing basic student information such as : name, instrument, parent's name, band enrolled in, will be maintained so that mail merged letters can be generated. However this data base will not include information such as phone numbers and addresses. The instructor found that when searching for this type of information that it was much easier to refer to the physical copy of the band contract than it was to start the computer and search for the records.

The band contract will be implemented with few changes. Again a night meeting will be held to explain its contents. Signed contracts will be required before students begin attending band classes.

The system of using parent volunteers worked very well and will be used next year. While one of the "bookkeeping" parents is transferring the children to another school the parent who can use a computer is enrolling yet another family member in the band program next year and has volunteered again to help out. The parent who helped take attendance at band classes is also planning to return. Parents will continue to be welcomed and utilized wherever possible in this program.

Due to positive parental feedback, mail merged letters concerning good behavior and attendance will be mailed to deserving students throughout the course of the year. However next year the band point system will be implemented at the start of the year's classes. The students verbally expressed enjoyment at working towards the goal of earning a plaque, trophy or ribbon. Ways that band points can be earned will be expanded to include concert attendance, performance at organizations outside the school and music reports. The point earning activities used this year will continue to be accepted also.

While accurate attendance records will continue to be recorded and monitored they will not be recorded on a computer. The procedure of transferring easily interpreted data from the grade book to the computer's files was a waste of valuable time. Attendance data needs to be recorded quickly and immediately at

an actual band class. Possibly a lap top computer system would be more useful for this purpose. Using a program such as Hyper-card, data could be immediately entered into the computer's files when the band students were setting up on stage. While it is true that a lap top computer could be very useful, one is not available at this time.

As a result of this practicum project the school band program was even more successful than it had been in previous years. Future goals for the program include the recruitment of more parental and community resources to work with small groups of instrumentalists who are having difficulty. The problem of sporadic attendance will continue to be addressed however the number of children who continued with the program during the course of the year shows promise for the band program's future.

REFERENCES

Barnes, L. Donald. "The Use of Incentives and Rewards in Elementary Classrooms." Teacher Educator, Winter 1988, pp 11-15.

Bloom, B. S. "New Views of the Learner and Implications for Instruction and Curriculum." Educational Leadership, April 1978, pp 563-576.

Brophy, Jere. "Synthesis of Research on Strategies for Motivating Students to Learn." Educational Leadership, October 1987, pp 40-48.

Boyer, E. L. High School: A Report on Secondary Education in America. New York: Harper and Row, 1983.

Foster, Caxton, et al. "Computerized Student Databases." Technological Horizons in Education Journal, June, 1990, pp 30-38.

Gartrell, D. "Assertive Discipline: Unhealthy for Children and Other Living Things." Children, January 1987, pp 10-11.

Greenwood, C. Scott. "Learning Contracts in Middle School Developmental Reading Classes." The Clearing House, May 1988, pp 405-409.

Griffin, Nancy. "Immediate Feedback." Middle School Journal, January 1989, pp 21-23.

Hennegar, L. Michael. "Parental Rights and Responsibilities in the Educational Process. The Clearing House, January 1987, pp 226-229.

Hogrebe, C. Mark, et al. "An Easy and Practical Approach to Data Management." Personnel and Guidance Journal, March 19874, pp 411-414.

Lake, Sarah. "Student Motivation." SMERC Alert, April 1987, San Mateo county Office of Education, pp 1-2.

Lindle, C. Jane. "What Do Parents Want From Principals and Teachers?" Educational Leadership, October 1989, pp 12-14.

Mann, Richard. "What is Mail Merge?" PC Today, June 1900, pp 30-38.

McCormack, Sammie. "Assertive Discipline: What Do We Really Know?" Information Analysis, California 1987.

McKay, Denise. "Motivational Contracts." Music Educator's Journal, September 19874, pp 35-41.

Pitts, Ralston: Lecture on Motivation and Retention Strategies for Band Directors, MENC Convention, 1991, pp 29.

Pross, N. Maureen. "50 Nifty Rewards." Learning, March 1989, pp 55-57.

Sagor, Richard. "Teetering on the Edge of Failure." Learning, April 1988, pp 29-34.

Schweback, Lynn. "Intro to Databases 101." PC Novice, October 1990, pp 10-13.

Stover, Dell. "Managing Student Records Just Got Easier." The Executive Educator, September 1986, pp 31.

Thomas, R. Jerry, et al. "Effects of Individual and Group Contingencies on Disruptive Playground Behavior." Journal of Research and Development in Education, Spring 1987, pp 66-76.

Van Devender, Evelyn. "Involving Parents: How and Why." Academic Therapy, May 1988, pp 523-527.

Williams, L. David and Nancy Feyl Chavkin. "Essential Elements of Strong Parent Involvement Programs." Educational Leadership, October 1989, pp 18-20.

APPENDICIES

APPENDIX A

Band Behavior Contract

ALHAMBRA TRADITIONAL SCHOOL
BAND PROGRAM
CONTRACT

Contract for _____

Beginning____ Intermediate____ Advanced____ Phone _____

Grade_____ Teacher_____

FINANCIAL

1. The fees paid are non-refundable.

2. A deposit of $20.00 will be required to be paid no later than Monday, October 8, 1990.

3. The balance of the band fee will be required to be paid no later than Monday, December 3, 1990.

4. If there are any unpaid band fees from the 1989-90 school year, the unpaid fees must be paid in full, with the deposit by Monday, October 8, 1990.

5. If the deposit is not paid by Monday, October 8, 1990, the band student will not be allowed to attend band classes.

6. If the balance of the band fees is not paid in full by Monday, December 3, 1990, the band student will not be allowed to attend band classes.

7. If the above financial arrangements cannot be met, arrangement must be made through Cindy Franklin and her financial staff.

Date _____Parent_____

BEHAVIOR

1. The following rules will apply in the ATS band program:

   a. The student is expected to listen respectfully when the instructor is speaking.

   b. The student is expected to follow directions.

   c. The student is expected to keep hands away from other s and others' property.

   d. The student is expected to respect school equip

ment and supplies.

e. The student is expected to obey all school rules.

f. There will be no eating during band classes.

2. When a rule is broken, the following guidelines will apply:
   a. First time - a verbal warning
   b. Second time - a call to the parent
   c. Third time - sent to the office

3. Misbehaving during the band classes will not be tolerated. A conference will be called with the parent and a behavior modification program discussed. If the misbehavior continues, the student will be asked to leave the band program, and no refund will be made.

4. A written excuse will be given to Mrs. Franklin for missed rehearsals. If the student misses 2 or more unexcused rehearsals, the parent will be contacted.

5. Tardies, with the exception of detention, cannot be tolerated since it disrupts the rest of the class. Mrs. Franklin should be notified if the student must attend detention. When the student completes detention, they should come to band class quietly and with respect to the other students.

6. A report will be enclosed in each report card for all band students. The report will not contain a grade, but will contain tardies and absences.

7. Students who fulfil the class requirements will be awarded band points. These points will entitle the student to recognition at the end of the year awards concert.

Student Signature_____

Parent Signature_____

APPENDIX B

Recruitment Documents

THERE IS STILL TIME TO JOIN THE ATS BAND PROGRAM!!

The 1990-91 ATS Band program is now being organized. All students in grades 3-8 are eligible to attend either our beginning or intermediate band program.

This year our band program will have 3 levels of classes. Our beginning class is open to all 3rd - 8th grade students who desire to begin an instrument. Students who have previous musical experience but would be changing to a new instrument would also be advised to take this class. Beginning classes will meet on Mondays and Wednesdays from 3:45 - 4:30 pm.

For those students who have at least one year of instrumental experience, we have an intermediate or concert band. Intermediate classes will be held from 3:45 - 4:30 pm on Tuesdays and Thursdays. Students who were in our beginning program last year and are able to read note names and play the suggested scales on the summer practice sheet, should fit into this program nicely. Individual tryouts will not be required for this group, however, students who are judged to need extra help may be asked to attend beginning rehearsals in addition to intermediate classes.

The advanced band will be held on Tuesdays and Thursdays from 4:30-5:00 pm following the intermediate classes. Students who would like the experience playing solos, duets or small ensembles would be able to stay at this time to receive extra help. Advanced band students only will be charged an additional $5.00 fee to cover the cost of music. This fee would also entitle the student to participate in the Statewide Solo Ensemble Festival that is held in February. Advanced students would also have the opportunity to perform at band concerts in small groups. There will be no tryouts for this group, however, students will be required to meet attendance and behavior standards in order to perform.

The instrumental music classes will be taught by 2 music specialists. Cindy Franklin, a kindergarten teacher here at ATS, will be leading our band program this year. Mrs. Franklin possesses a State endorsement in Music Education and has worked with both choral and instrumental groups. Dr. Albert Davis, former Phoenix College Music Department Chairman has also volunteered to work with the band again this year. In addition to having over 40 years of experience teaching musicians of all ages, Mr. Davis is also a well known composer.

In response to parent interest, we will be opening beginning band classes to 3rd grade students. Although maturity is an asset to musical instruction, it is recognized that children learn at different rates. Some 3rd graders may be successful in this type of program and may profit from the added experience. However, others may be advised to wait until a later age. As the Primary grades dismiss at 2:30, and band instruction does not begin until 3:45, it will be the parents responsibility to provide supervision during this time.

The cost for a year's worth of beginning and intermediate instruction is only $40.00, and advanced is $45.00. This is a very reasonable cost when the normal price of private or group lessons is considered. Parents will be required to purchase a band book (costing about $5.00), and the school will provide additional music. Instrument rentals are not available through the school, but we would be glad to provide you with some information from other sources.

To make it easier for the families who have more than 1 student attending band instruction, the following fee schedule will be applied:

For 2 students, the $40 fee will be reduced to $35 for the second child.

For 3 or more students, a fee of $35 per student will be assessed.

There will be no reduction in the $5 fee for advanced fee.

There will be a mandatory meeting for parents and students interested in the band program on Monday, September 24 at 7:00 pm. We will be able to answer any additional questions at that time. If you cannot be at that meeting, please notify Cindy Franklin to make other arrangements.

If you would like to enroll your child, or need additional information about the band program at ATS, please complete the questionnaire below, and return it to the school.

If all goes as planned, band classes for all levels will begin the week of October 1st. Thank you for your interest and support of the band program at ATS.

Sincerely,

Child's name_____ Grade_____

Phone Number_____Instrument preference_____ _____

I am interested in the beginning____intermediate___advance band program. Please describe any previous musical experience, if any:

_____I am interested in information about instrument rentals.

If you have any questions, please feel free to contact Cindy Franklin at the school, or after school hours at 256-2564 or at 266-6745.

Thank you.

APPENDIX C

Beginning, and Advanced Band Information

Advanced Band students & Parents:

Thank you for your interest in the advanced band program. Our advanced band program will begin rehearsals on Tuesday, October 2 at 4:30 pm in the cafeteria.

Rehearsals will be held on Tuesdays and Thursdays from 4:30 to 5:00 pm following the intermediate classes. All band classes will be held on the stage in the cafeteria. In the event that an instructor is forced to cancel a rehearsal, the practice time will be rescheduled.

Students must arrange their own transportation home from band class. Last year many parents organized carpools. For you convenience a list of student phone numbers will be provided, so that you may arrange carpools. Please let your child know if you do not wish to give out your phone number.

Advanced band is for students who would like the experience of playing solos, duets or in small ensembles. Advanced students only will be charged a $45.00 fee. The additional $5.00 will cover the cost of music, and would also entitle the student to participate in the Statewide Solo Ensemble Festival that is held in February. Advanced students would also have the opportunity to perform at band concerts in small groups. There will be no tryouts for this group; however, students will be required to meet attendance and behavior standards in order to perform. The $45.00 fee covers participation in both the intermediate and advanced classes. Advanced students must attend intermediate and advanced rehearsals.

This year we will be having a mandatory meeting on Monday, September 24th at 7:00 pm. We will be discussing payment of the $45.00 fee, and curriculum and behavior standards. If you cannot attend, please let me know so that I can provide you with the required forms.

Please contact me if you have any questions. I look forward to working with you again in this fine band program again this year.

Yours in Music,

Intermediate Band Students & Parents:

Thank you for your interest in the intermediate band program. Our intermediate band will begin rehearsals on Tuesday, October 2 at 3:45 pm in the cafeteria.

Rehearsals will be held on Tuesdays and Thursdays from 3:45 to 4:30 pm. All band classes will be held on the stage in the cafeteria. In the event that an instructor is forced to cancel a rehearsal, the practice time will be rescheduled.

Students must arrange their own transportation home from band class. Last year many parents organized carpools. For your convenience a list of student phone numbers will be provided, so that you may arrange carpools. Please let your child know if you do not wish to give our your phone number.

Students will need to purchase a band book. Information on what text we will be using will be given out at the first class meeting. For the first 2 weeks of band, students should plan on bringing the red book that we used last year. This will enable us to have a quick review of skills. Students should bring instruments on the first day of class, and be ready to play.

If you need assistance in renting an instrument, I will have flyers available in my classroom (room #6).

This year we will be having a <u>mandatory</u> meeting on Monday , September 24th at 7:00 pm. We will be discussing payment of the $40.00 fee, and curriculum and behavior standards. If you cannot attend, please let me know so that I can provide you with the required information.

If you have any questions, please feel free to contact me. I look forward to working with you in this fine band program again this year.

Yours in Music,

Beginning Band Students & Parents:

Thank you for your interest in the beginning band program. Our beginning band will start rehearsing on Monday, October 1st at 3:45 pm in the cafeteria.

Rehearsals will be held on Mondays and Wednesdays from 3:45 to 4:30 pm. All band classes will be held on the stage in the cafeteria. In the event that an instructor is forced to cancel a rehearsal, the practice time will rescheduled.

Students must arrange their own transportation home from band class. Last year many parents organized carpools. For your convenience, a list of student phone numbers will be provided so that you may arrange carpools. Please let your child know if you do not wish to give out your phone number.

Students will need to purchase a band book. The text that the beginning band will use is called The First Division Band Method Book 1. It is a red book written by Fred Weber. The cost of the book is approximately $5.00. If you need assistance in renting an instrument, I have flyers available in my classroom (room #6).

This year we will be having a Band Open House on Monday, September 24, at 7:00 pm. We will be demonstrating instruments at this time and discussing the payment of the $40.00 fee, curriculum and behavior standards. This meeting is mandatory for all band students and parents. If you cannot attend this meeting, please let me know so that I can provide you with the required information.

Please contact me if you have any questions. I hope that your child will be able to participate in this fine program.

Yours in Music,

APPENDIX D

PC File Report

ANN STUDENTS 1990-91

10-23-90 AT 8:16 a.m. Page 1

GROUP	GRADE	TEACHER	STUDENT
ATS	3	Felix	1
ATS	4	Hoffer	2
ATS	4	Nelson	3
ATS	4	Nelson	4
ATS	5	Courson	5
ATS	5	Courson	6
ATS	5	Courson	7
ATS	5	Courson	8
ATS	5	Malone	9
ATS	5	Malone	10
ATS	5	Malone	11
ATS	5	Malone	12
ATS	5	Malone	13
ATS	5	Malone	14
ATS	5	Malone	15
ATS	6	Calhoun	16
ATS	6	McLeod	17
ATS	6	McLeod	18
ATS	6	McLeod	19
ATS	6	McLeod	20
ATS	7	Munger	21
ATS	7	Munger	22
ATS	7	Wray	23
ATS	7	Wray	24
ATS	8	Born	25
ATS	8	Clark	26
ATS	8	Clark	27
ATS	8	Clark	28
Beginning	3	Carnal	29
Beginning	3	Carnal	30
Beginning	3	Carnal	31
Beginning	3	Carnal	32
Beginning	3	Carnal	33
Beginning	3	Carnal	34
Beginning	3	Felix	35
Beginning	3	White	36
Beginning	3	White	37
Beginning	3	White	38
Beginning	3	White	39
Beginning	3	White	40
Beginning	4	Hoffer	41
Beginning	4	Nelson	42
Beginning	4	Nelson	43
Beginning	4	Nelson	44
Beginning	4	Nelson	45
Beginning	5	Courson	46
Beginning	5	Courson	47
Beginning	5	Malone	48
Beginning	5	Malone	49
Beginning	5	Malone	50
Beginning	6	Calhoun	51
Beginning	6	Calhoun	52
Beginning	6	McLeod	53
Beginning	6	McLeod	54

TOTALS

Printed 54 of the 54 records.

BEST COPY AVAILABLE

APPENDIX E

Mail Merge Grade Report

October 21, 1990

Dear Mr. and Mrs.

Mr. Davis and I are excited that . is participating in all levels of band this year. Here is a little report to tell you about attendance so far this term. As band has only just begun this year, this report will only contain information about the 4 class periods that occured between October 15th and 19th. The next report will contain more information.

Yours in Music,

Total number of rehearsals 2 for each level Cindy Franklin

Number of rehearsals missed beginning 1
Number of rehearsals missed intermediate/advanced 0
Number of times tardy 0
Excused absences with parent note 1

APPENDIX F

Raffle Ticket Contest Note

December 2, 1990

Dear Band Parents & Students:

Our holiday concert is fast approaching. It will be held December 20th at 7:00 p.m. in the cafeteria. All levels of bands will be performing at this time, so bring your friends and family for a fun evening.

Students will meet in the music room no later than 6:30 p.m. on December 20th so that we can tune up and get ready to perform.

In order to better prepare for the concert, we will be adding an additional fifteen minutes to the rehearsal times for the beginning band. Starting on December 10th beginning rehearsals will be held from 3:45-4:45.

Concert band rehearsals will also be increased by 15 minutes in length starting with the December 11th rehearsal. Mrs. Franklin will also be here until 5:30 so that students in advanced band who are playing trios, duets or solos can have extra help.

On Thursday, December 20th there will be no band rehearsal in order to give students time to prepare for the concert. On Wednesday, December 19th all band students, advanced, intermediate, and beginning should come to class. We will be having a final run through of our program. It is important that all students, especially those who are playing solos, attend this rehearsal.

An additional copy of this notice will be sent home on Wednesday along with the band attendance report.

Yours in Music,

Cindy Franklin
Al Davis

APPENDIX G

Mail Merged Attendance Note

January 18, 1991

Dear Mr. and Mrs.

We are pleased to inform you that has been doing a fine job of attending concert and advanced band rehearsals this grading period. Mr. Davis and I are pleased with the excellent effort that is exhibiting this term.

Yours in Music,

Cindy Franklin

APPENDIX H

Band Point Contest Information

Dear Band Students & Parents,

The holidays are over and we are again starting regularly scheduled band rehearsals. As promised at our holiday concert, we will be starting a new system of recognizing our band students who are doing an excellent job of attending and participating in band classes.

For every rehearsal that students attented on time and bring the proper materials they will receive a point noted in the grade book. If their behavior conforms to class standards this point will be entered into the records. Students who misbehave will lose their rehearsal point for the day and up to five others if violations continue. A count will be kept of these points and the number of points that a student has earned will be reported on the absence report.

At the end of the month of April the contest will close. Students who have averaged at least 2 points per week for the fourteen weeks of rehearsals, or 28 points, will earn a band ribbon. Students with 35-45 points will earn a larger ribbon. Students with over 45 points will receive a trophy plaque.

Besides earning points for rehearsal attendance students can also earn points by playing assigned practice pieces. A list will be posted at the beginning of class that students can sign if they have practiced the assigned piece for the day. All students who sign up before class starts will be given time to play at least a portion of the piece if time permits. If that is completed correctly they will be given a point. Even if a student just plays one practice piece a week, they could earn a trophy with good participation and attendance,

I am starting this program because I believe that faithful band students are very special. They deserve recognition for their efforts. This activity will close the beginning of May as I need to buy the prizes.

Sincerely,
Cindy Franklin

APPENDIX I

Fill in the Blank Report

Dear Band Parents & Students,

This little report is designed to tell you about _____'s band rehearsal attendance for the six week period between January and February 28th. Out of the 13 possible rehearsals_____ was absent _____times. Other information is listed as follows:

_____rehearsals tardy

_____rehearsals without music

_____band point total 2/28/90

28 end of year points=ribbon
35 points=large ribbon
45 points=trophy plaque

(At least 14 more rehearsal points are possible not including the 10 extra points available for the March 18th practice and March 19th concert)

I'd like to thank families for letting me know the reason's behind student absences. Over all, this years attendance has been much better than in previous years. Thank you for your help.

Cindy Franklin

APPENDIX J

Band Fee Records

Band Fee Records
Jan 1990

Last name phone pd 50.00 owe 25.00
Student and Student

Last name phone owe 20.00
Student

Last name phone pd. 20.00 owe 55.00
Student and student

Last name phone owe 20.00
Student

Last name phone owe 10.00
Student

Last name owe 20.00
Student

Last name phone owe 15.00
Student

Last name phone owe 15.00
Student

Lastname phone owe 25.00
Student

BAND CONTRACTS RECEIVED

BEGINNING

N4	Student names	yes	$40.00
W3	were listed	yes	$40.00 over $5
C5	here:	yes	$40.00
W3		yes	$40.00
C3		yes	$40.00 over $5 returned
C5		yes	$40.00
N4		yes	$35.00
W3		yes	$40.00
F3		yes	paid intermed
M6		yes	$40.00
C5		yes	$40.00
C6		yes	$40.00
C6		yes	$40.00
M5		yes	$20.00/in full
N4		yes	paid intermed
H4		yes	$40.00
N4		yes	$35.00
C3		yes	$40.00
M6		yes	$40.00
C3		yes	$35.00
W3		yes	$20.00
M5		yes	$20.00 drop mid-year
F3		yes	$40.00
C3		yes	$40.00
C3		yes	$40 00
W3		yes	$40.00
M5		yes	$40.00
C3		yes	$40.00

**********Arrangements have been made

INTERMEDIATE

H4	Student names	yes	$40.00	
M5	were listed	yes	paid	
F3	here:	yes	paid	also beg
M5		yes	$40.00	
C5		yes	$35.00	
N4		yes	$35.00	beg
M7		yes	$40.00	
M6		yes	$40.00	
C5		yes	$40.00	
W7		yes	$40.00	
M5		yes	$40.00	

ADVANCED

C8	Student names	yes	$45.00
C6	were listed	yes	$45.00
M5	here:	yes	paid
C8		yes	$40.00
M5		yes	$40.00
M7		yes	$45.00
M6		yes	$45.00
C5		yes	$45.00
B8		yes	$5.00 advance fee
W7		yes	$45.00
M5		yes	$45.00
N4		yes	$45.00
M6		yes	$45.00
C5		yes	$45.00 over $5 returned
M5		yes	$45.00
C8		yes	$20.00 drop mid-year.